
 FLORIDA ATLANTIC UNIVERSITY	NEW COURSE PROPOSAL Undergraduate Programs		UUPC Approval <u>10-11-21</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department College <i>(To obtain a course number, contact erudolph@fau.edu)</i>		
Prefix Number	<i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i> Lab Code	Type of Course	Course Title
Credits <i>(Review Provost Memorandum)</i>	Grading <i>(Select One Option)</i> Regular Pass/Fail Sat/UnSat	Course Description <i>(Syllabus must be attached; Syllabus Checklist recommended; see Guidelines)</i>	
Effective Date <i>(TERM & YEAR)</i>			
Prerequisites, with minimum grade*		Corequisites	Registration Controls <i>(Major, College, Level)</i>
*Default minimum passing grade is D-. Prereqs., Coreqs. & Reg. Controls are enforced for all sections of course			
WAC/Gordon Rule Course Yes No WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to proposal. See WAC Guidelines .		Intellectual Foundations Program (General Education) Requirement <i>(Select One Option)</i> General Education criteria must be indicated in the syllabus and approval attached to the proposal. See GE Guidelines .	
Minimum qualifications to teach course			
Faculty Contact/Email/Phone		List/Attach comments from departments affected by new course	
Approved by Department Chair _____ College Curriculum Chair _____ College Dean _____ UUPC Chair <u>Daniel Meeroff</u> Undergraduate Studies Dean <u>Edward Pratt</u> UFS President _____ Provost _____			Date  _____ 9.30.21 10-4-2021 _____ 10-11-21 10-11-21 _____ _____

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.

WST 4621-001
Men and Masculinities

Day(s)/Time
3 credits

Semester, Year
Prof. XXXXX YYYYY

Office: XXXXX

Office hours:

Classroom: XXXX

Telephone: 561-297-XXXX

Email: zzzzz@fau.edu



TA name xxxxxxx xxxxxxxxxxxx
Office xxxxxxx
Office hours MWF xx:xx – xx:xx
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Course Description

Men and Masculinities explores the multiple meanings and intersectional significance of “manhood” and “masculinity.” With a focus on men, the course aids students in exploring how gender, as an idea and social institution, functions to organize and shape lives in the United States and beyond. The class focuses on the relationship between conceptions of masculinity and popular culture, sports, work, politics, warfare, the family, health violence, and sexuality. Consideration will be given to the interrelation of gender and class, race, sexual identity, and disability. Men and Masculinities uniquely explores the marginalized history of pioneering male feminists who have promoted women’s rights and gender equality and/or lived lives that countered hegemonic masculinity and exemplified the plurality of possibilities for men and boys.

Course Objectives/Student Learning Outcomes

As a result of this class, students will be able to:

1. Explain the field of men’s studies;
2. Identify the core principles of feminist theory;
3. Describe feminist and gender theorists’ understanding of the socially constructed basis of manhood and masculinity;

COVID-19 Statement

Due to the surge in COVID-19 cases and the delta variant, all students regardless of vaccination status are expected to wear masks while indoors in any FAU facilities, including classrooms and laboratories. Students experiencing flu-like symptoms (fever, cough, shortness of breath), or students who have come in contact with confirmed positive cases of COVID-19, should immediately contact FAU Student Health Services (561-297-3512). Symptomatic students will be asked to leave the classroom to support the safety and protection of the university community. For additional information visit <https://www.fau.edu/coronavirus/> In classes with face-to-face components, quarantined or isolated students should notify me immediately as you will not be able to attend class. I will not be able to offer an online version of the class but will make reasonable efforts to assist students in making up the work. Vaccinated students have much lower chances of needing to quarantine and a much lower chance of missing class time.

4. Apply key gender theory concepts to the analysis of men and masculinity, including hegemonic masculinities, intersectionality, myth of masculine sameness, pseudogeneric man, androcentrism, male privilege, gender polarization, essentialism, heterosexism, homophobia, and patriarchy;
5. Critically evaluate media representations, everyday social interactions, personal identities, and current social problems for their gendered meanings.

Course Evaluation Method and Grading Scale

Assessment

What's Worth Knowing Project (WWKP)	30pts/ 15%
Term Paper	40pts/ 20%
Men's Studies Journal Project	50pts/ 25%
Men & Masculinities Presentation & Essay	40pts/ 20%
Discussion Board Posts (5)	40pts/ 20%
	200pts/100%

Percent of Grade

Grade	Weight (%)
A	100 % – 94.0 %
A-	< 94.0% – 90.0 %
B+	< 90.0% – 87.0 %
B	< 87.0 % – 84.0 %
B-	< 84.0 % – 80.0 %
C+	< 80.0 % – 77.0 %
C	< 77.0 % – 74.0%
C-	< 74.0 % – 70.0%
D+	< 70.0 % – 67.0%
D	< 67.0 % – 64.0%
D-	< 64.0 % – 61.0%
F	< 61.0 % – 0.0%

Policy on Makeup Tests, Late Work, and Incompletes

Assignments are due at the specified due-date. Students are not entitled to have late assignments graded unless they have a reasonable excuse for the late assignment turn in. All late assignments, if they are graded, will receive a 5% penalty for each day they are late. Thus an assignment turned in three days after the due date will automatically receive a 15% deduction. Journal submission will only be graded once. Students are not permitted to submit revised journals for re-grading.

Classroom Etiquette Policy

This course seeks to develop students' capacity to think critically as well as communicate effectively in a culturally heterogeneous (diverse) environment. Toward these ends, and the wider aims of the humanities as a discipline, readings, lectures, and class discussions will address sensitive questions and topics. The course will consciously facilitate the critical interrogation of common and lesser known theories, values, beliefs, and assumptions. A variety of ideas and viewpoints will be articulated, some of which you may find to be offensive. We will consider controversial issues that may challenge students' beliefs and evoke strong feelings as well as vigorous debate. Such experiences are elemental to a meaningful education in which we are challenged to develop intellectual and emotional maturity and both greater self-awareness and understanding of opposing points-of-view.

Assignments

What's Worth Knowing Project (WWKP) – 15%

Students will work in assigned groups to collaboratively design 10 exam questions, providing well-reasoned justification for each. The final WWKP must also include a basic study guide for the questions. Students will *individually* author three questions and justifications to contribute to

the group for consideration. The group will evaluate the collection of questions and justifications, and democratically determine which questions to include in the final WWKP to submit. Groups are encouraged to collaboratively revise both questions and justifications. All members are responsible for the final product and thus are encouraged to provide feedback to ensure that each participant's contributions are of the best possible quality. Remember that each group receives one grade, and poor work by one or more contributors will bring down everyone's grade.

Men & Masculinities Presentation and Essay – 20%

Option 1: Feminist Men: Research Essay and Presentation

Identify and research a prominent man from popular culture or history and assess his contributions to and exemplification of feminist principles and values. This prompt requires students to engage primary source documents to assess the chosen figure's commitment and/or contribution to feminist principles or qualities. The resulting essay must be at least 1,200 words.

Students choosing this option should draw on course readings and articulate their conception of feminism in assessing the selected subject of analysis. Students should not uncritically praise the chosen subject but rather consider opposing or critical views of the figure's relationship and/or contribution to feminism and provide reasons for their claims about the identified figure.

Option 2: Talking about Masculinity: Interview, Summary Essay, and Presentation

For this assignment students are to interview a known legal adult capable of consenting to an interview about their experience with and understanding of manhood and masculinity. Students will use this interview/conversation as the basis of a 750 to 1,200-word summary essay narratively presenting key details of the interview/dialogue. Students are encouraged to identify a subject who is willing to be recorded to allow for accurate transcription of the interview for the essay. Under no circumstances may interviewees be recorded without their prior consent. Interviewees should also be asked if they would prefer their real names or a pseudonym be used in the submitted paper. The aim of the interview/conversation will be to not only gain information about the person's experience with and understanding of manhood and masculinity but also to facilitate critical self-awareness about their gendered experience or participation in shaping or maintaining restrictive or problematic patriarchal gender norms. This assignment should provide students with the opportunity to evaluate the claims made by authors of key course readings.

Students are to draw on course readings to craft a list of 15 to 20 questions to use in the interview/conversation. (It is not expected that every question will be asked in the interview, or that they will be read exactly as written), but the list of questions must be included at the end of the essay summarizing the interview. This assignment should make an effort to explore the ways in dominant patriarchal masculinity exerts influence over others lives while also seeking to unmask the "pseudo-generic" or monolithic notion of masculinity and manhood. In other words: explore how even so-called "ordinary" men fail as "real" men.

Men's Studies Journal Project – 25%

Throughout the semester students will be assigned several reflections based on course materials and in response to given prompts. These reflections are integral to class discussions, developing understanding of key course concepts, improving critical and ethical thinking, and aiding students for the other course assignments. Standard journal entries must be no fewer than 151-words to receive any credit. Individual entries are not submitted but are compiled into a single

word-document and submitted by the specified due-date via Canvas. Original discussion board posts must also be added to this compilation of reflections prior to submission.

Upon completion of the final entry, students are to read over all journal entries and write a single-spaced self-evaluation addressing the work they have completed for the journal project. The self-evaluation must be at least 300-words to receive full-credit. In addition to addressing the work they have completed for the journal students are welcome to contemplate and evaluate their broader experience in the class. Questions to consider include: Have you developed new insights about yourself? Has your thinking developed or changed in any way? Have you developed new understanding relevant to the course? Did you discover or perhaps simply clarified something about yourself or others? You might also consider the impact of the journal project on your writing skills and retention of key concepts: How did your journal entries change over the course of the semester? Did you develop greater intellectual independence in your written reflections? Did writing on a regular basis improve your ability to express yourself? Did writing about key ideas help you understand and retain them?

Term Paper – 20%

For this assignment students must author an analytical response to a provided prompt. Papers must be a minimum of 1,400 words but should not exceed 2,400. All papers must meaningfully engage assigned course materials to receive better than an F.

Keys to success include meeting minimum word-requirement, using academic essay format (MLA, Chicago, etc.), accurately explaining and implementing relevant course concepts and theories, clear and engaging writing. This assignment is purposed to assess both students' understanding of, and ability to apply key course concepts. Papers should meaningfully consider, even if only to dispute and undermine, contrasting or opposing views.

Discussion Board Post and Replies – 20%

Students are required to author multiple original discussion board posts through Canvas. Each original post must be at least 250-words, respond to the specified prompt, and engaging the relevant assigned course readings. Students must also author original, substantive replies that exceed 100-words to two different colleagues' posts. Original posts and replies must feature proper spelling, complete sentences, and, generally, correct grammar. Rules of Netiquette must also be followed. Posts and replies must be completed by the specified deadline. Since the objective of this assignment is to facilitate timely dialogue on the specified topic, *late submissions of original postings and replies will not be permitted.*

Important Note about Replies

Unoriginal or superficial replies, including those that feature filler language, merely parrot what the original poster has written, ask general questions without offering original thoughts, and those that offer feedback on the way will receive no credit. Greetings, comments on style and clarity of writing, and effusive or general praise do not count toward the 100 word-count requirement. Replies are expected to thoughtfully engage the substance of the articulated ideas.

Policy on the Recording of Lectures

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student

presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

Attendance Policy

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

Disability Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on

personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

Required Texts/Readings

- James Gilligan. *Preventing Violence*. New York: Thames & Hudson, 2001. (ISBN: 978-0-500-28278-6)
- bell hooks. *The Will to Change: Men, Masculinity, and Love*. New York: Atria Books, 2004. (ISBN: 978-0-743-45608-4)
- Robert Jensen. *The End of Patriarchy: Radical Feminism for Men*. Spinifex Press, 2017. (ISBN: 978-1-742-19992-4)
- Shira Tarrant. *Men and Feminism*. Berkeley, Calif.: Seal Press, 2009. (ISBN: 978-1-580-05258-0).
- All other texts are provided in Canvas.

Course Topical Outline

Assignments are indicated in **bold** throughout

Week 1: Introduction to Men and Masculinities

- Course Introduction: What is Men's Studies?

Week 2: What is Critical Thinking?

- Read: Elliot D. Cohen, [Caution: Faulty Thinking Can be Harmful to Your Happiness, Logic for Everyday Living](#) 3-5, 9-13
- Read: bell hooks, "[Critical Thinking](#) in *Teaching Critical Thinking: Practical Wisdom* (2010), 7-11
- Read: Karen Warren, "[Critical Thinking and Feminism](#)," 155-172
- Watch: QualiaSoup, "Critical Thinking" (5-minutes)
- Watch: bell hooks, "Cultural Criticism & Transformation" (6-minutes)
- **Journal:** What is Critical Thinking?
- Read: Woodhouse, [Thinking Critically](#)" pp.41-47
- Read: Adrienne Rich, "[Claiming an Education](#) Douglass College Convocation, 1977.
- Read: Audre Lorde, "[The Transformation of Silence into Language and Action](#) 40-44
- Read: "Controversy, Cultural Competency and Classroom Etiquette" in the syllabus
- **Journal:** Good Arguments
- **Discussion Board:** The Power of Conversation and the Importance of Speaking Up

Week 3: Democratic Discourse: Getting into Good Arguments

- Read: Antonio Gramsci, "[Philosophy and Culture](#)," From the Prison Notebooks, 58-67
- Read: Barry Burke, "[Antonio Gramsci, schooling and education](#)," *The Encyclopedia of Informal Education* (1999, 2005)
- Read: Elliot D. Cohen, [Caution: Faulty Thinking Can be Harmful to Your Happiness, Logic for Everyday Living](#) chapter 5: 60-66
- Read: Howard Gardner, [Changing Minds: The Art And Science of Changing Our Own And Other People's Minds \(Links to an external site.\)](#) (New York: Harvard Business School Press, 2006), 15-18.
- Listen: Howard Gardner, '[Changing Minds](#)', NPR, April 8, 2004 (opening 9-minutes)

- **Journal:** Cultural Hegemony
- **Discussion Board:** Uncritical Thinking

Week 4: What is Patriarchy

- Robert Jensen, "Patriarchy and Feminism," *The End of Patriarchy*, 35-62
- Jeffrey Nall, "[Exhuming the History of Feminist Masculinity: Condorcet, 18th Century Radical Male Feminist](#)" 42-51 (stop at "Social Construction of Gender" p.51)
- Judith Kegan Gardiner, "[Men, Masculinities, and Feminist Theory](#)" 35-47
- **Journal:** Defining Patriarchy

Week 5: Patriarchy and Gender

- Read: Sally Haslanger, "[Gender and Social Construction: Who? What? When? Where? How](#)" pp.16-22
- Read: Shira Tarrant, *Men and Feminism*, 59-77
- Read: Robert Jensen, "Sex and Gender," *The End of Patriarchy*, 19-34
- Read: Jeremy Adam Smith, "[The Astonishing Science of Fatherhood, or Three More Myths about Male Caregiving](#)" *The Daddy Shift: How Stay-at-Home Dads, Breadwinning Moms, and Shared Parenting are Transforming the American Family*, 120-145
- Watch: [The Codes of Gender: Identity and Performance in Pop Culture](#)
- **Journal:** Social Construction of Gender

Week 6: Hegemonic Masculinity

- Read: Lorber, "[Feminist Studies of Men,](#)" 215-224
- Read: Shira Tarrant, *Men and Feminism*, 77-88
- Read: Judith Kegan Gardiner, "[Men, Masculinities, and Feminist Theory,](#)" 35-37
- Read: bell hooks, "Popular Culture: Media Masculinity," *The Will to Change*, 125-134
- **Discussion Board:** Cinematic Masculinity: Men and Movies

Week 7: Ethics and Intersectional Analysis of Oppression

- Read: Patricia Hill Collins, "[Race, Class, and Gender as Categories of Analysis and Connection](#)" 673-680
- Read: Anthony Weston, *A Practical Companion to Ethics*, "[Getting Started](#)" and "[Ethics with a Heart](#)" 1-15, 69-82
- **Journal:** Ethics and Intersectionality: Privilege and Oppression
- Read: Tarrant, "Gender Advantage: Checking In on Masculine Privilege" in *Men and Feminism*, 89-118
- Read: bell hooks, "About Men," "Wanted: Men Who Love," and "Understanding Patriarchy" in *The Will To Change*, xi-34
- **Journal:** Costs of Male Privilege? OR Having/Being and Masculinity
- **WWKP due**

Week 8: Men and Violence

- Read: bell hooks, "Stopping Male Violence," *The Will to Change*, 55-74
- Read: James Gilligan, "Shame and the Death of the Self," "The Social Causes of Violence," "Violence as Proof of Masculinity," *Preventing Violence*, 29-65
- Read: Jensen, "Rape and Rape Culture: 'Normal' Violence," *The End of Patriarchy*, 73-94
- **Journal: Men and Violence**
- Read: bell hooks, "Being a Boy," *The Will to Change*, 35-54

- Read: Jeffrey Nall, "Unmasking the Patriarchal Values in Halloween Costumes: Naughty Leopards, Sassy Space Girls and Warrior Ninjas," *Truth Out*, October 31, 2013
- Read: Gilligan, "A New Theory of Violence," *Preventing Violence*, 66-79
- Read: Olivia Hinebaugh, "[Letting my Son be Himself](#)," *Mothering*, October 5, 2013
- Read: Sarah Rich, "[Today's Masculinity Is Stifling](#)," *The Atlantic*, June 11, 2018
- Read: Jessica Valenti, "[What Feminists Can Do for Boys](#)," *The New York Times*, July 25, 2018
- **Journal:** Boys and Masculinity

Week 9: Men, Work, and Sports

- Read: bell hooks, "Work: What's Love Got to Do with It?," *The Will to Change*, 91-106
- Read: Yolo Akili, "The Pain of Being Poor: Masculinity and Manhood in a Recession," *Everyday Feminism*, Nov 21, 2012
- Read: David Morgan, "[Class and Masculinity](#)," 165-176
- Read: Gilligan, "How to Create Less Violent Societies," *Preventing Violence*, 80-106
- **Journal:** Men as Workers
- Read: Lorber, "[Feminist Studies of Men](#)," "Sports" 225-226
- Read: Lorber and Moore, "[Sports: The Playing Grounds of Gender](#)" 143-162
- Read: bell hooks, "Preface about black men" and "Plantation Patriarchy," [We Real Cool: Black Men and Masculinity](#), vii-14
- **Journal:** Men and Sports
- **Term Paper Due**

Week 10: Men and Sexuality

- Read: bell hooks, "Male Sexual Being," *The Will to Change*, 75-90
- Read: Steve Bearman, "[Why Men are so obsessed with sex?](#)" 215-222
- Read: Dyer, "[Male Sexuality in the Media](#)," 111-121
- Read: Tim Edwards, "[Queering the Pitch? Gay Masculinities](#)," 51-65
- Read: Harry Brod, "[Pornography and the Alienation of Male Sexuality](#)," 237-254
- Read: Jensen, "Prostitution and Pornography: 'Sex Work' or Sexual Exploitation?" 95-117
- Watch: *Don Jon* (2013) after doing the assigned readings [[Amazon Prime \(Links to an external site.\)](#)]; [Hulu \(Links to an external site.\)](#); [Youtube \(Links to an external site.\)](#)]
- **Discussion Board:** [Don Jon and Male Sexuality](#)

Week 11: Men, Caretaking, and Feminist Masculinity

- Read: Lorber, "[Feminist Studies of Men](#)," "Fatherhood/multiple masculinities" 226-229
- Read: bell hooks, "[Feminist Parenting](#)," 72-77
- Read: Jeremy Adam Smith, "[The Astonishing Science of Fatherhood, or Three More Myths about Male Caregiving](#)" in *The Daddy Shift* (2010), 120-145
- Read: Jason Basa Nemec, "[I love being a stay-at-home dad. And I still struggle with what it says about me as a man, \(Links to an external site.\)](#)" *Washington Post*, June 18, 2020
- Watch: Glen Henry, "What I've learned being a stay at home dad," Ted Talks, March 1, 2018 (11-minutes)
- **Journal:** Fathering and Masculinity
- Read: bell hooks, "Feminist Manhood," *The Will To Change*, 107-124

- Read: bell hooks, “Healing Male Spirit,” “Reclaiming Male Integrity,” “Loving Men,” *The Will to Change*, 135-188
- Read: Ewuare X. Osayande, "[Redefining Manhood: Resisting Sexism](#)" *Men Speak Out*, 36-39
- Read: Ben Atherton-Zeman, "[Men's Manifesto 2012 \(Links to an external site.\)](#)," *Men Speak Out*
- **Journal:** Contemplating Feminist Masculinity

Week 12: Men’s Feminist History

- Read: Shira Tarrant, “The Men’s Auxiliary: A Brief History of Men and Feminism,” *Men and Feminism*, 27-58
- Read: Condorcet, “[Women's Right of Citizenship](#),” 335-338
- Read: Frederick Douglass “[The Rights of Women](#)” (1848) and William Lloyd Garrison “[Intelligent Wickedness](#) (1853) [211-214](#)”
- Read: Floyd Dell, “[Feminism for Men](#)” (1917), 361-364
- Read: E.B. DuBois, “[Votes for Women](#) (1917), 253-254
- Read: John Lennon, “[Woman is...](#) ” 378-379
- Read: Alex McDavid, “[Feminism for Men 101](#)” (1986), 394-395
- **Discussion Board:** Men's Feminist History

Week 14: Men, Feminism, and Social Change

- Read: Tarrant, “Man Up: Getting Involved in Feminist Action” and “Readers’ Guide,” *Men and Feminism*, 119-149, 151-154
- Read: Gilligan, *Preventing Violence*, 107-138
- **Journal:** Men and Social Change

Week 15: Presentations